



Agensi Kelayakan Malaysia  
Malaysian Qualifications Agency

# PROGRAMME STANDARDS:

# ART & DESIGN

*2<sup>nd</sup> Edition*

This set of Programme Standards has been prepared to enhance the development of academic programmes in Art & Design and to ensure the quality of graduates.

With this document, higher education providers will be able to provide quality education in Art & Design.

Programme Standards: Art & Design

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## **FOREWORD**

In its effort to ensure that the programmes offered by the Higher Education Providers (HEPs) in Malaysia meet the acceptable level of quality, the Malaysian Qualifications Agency (MQA) has published numerous quality assurance documents such as the Malaysian Qualifications Framework (MQF), Code of Practice for Programme Accreditation (COPPA), Code of Practice for Institutional Audit (COPIA), Code of Practice for TVET Programme Accreditation (COPTPA), Code of Practice for Programme Accreditation: Open and Distance Learning (COPPA:ODL), Standards, Programme Standards (PS) and Guidelines to Good Practices (GGP). It is imperative that these documents be read together with this PS for the development and delivery of Art & Design programmes in Malaysia.

This PS document outlines sets of characteristics that describe the minimum levels of acceptable practices in the Art & Design programmes based on the seven quality assurance areas: programme development and delivery, assessment of student learning, student selection and support services, academic staff, educational resources, programme management, programme monitoring, review and continual quality improvement. Accordingly, the PS covers different levels of standards leading to the award of individual qualifications prescribed in the MQF 2<sup>nd</sup> Edition, ranging from Certificate (Level 3, MQF) to Doctoral Degree (Level 8, MQF) levels.

This PS document was developed by MQA with the collaboration of the Ministry of Higher Education. It represents the significant contribution from panel members (as listed in **Appendix 1**) from both public and private HEPs and industry, in consultation with various HEPs, relevant government and statutory agencies, industries, alumni and students (as listed in **Appendix 2**) through stakeholders' workshops and online feedback. Hence, the standards developed reflects national and international best practices to ensure Art & Design graduates from HEPs in Malaysia are on par with those in other countries.

Having said so, the standards do not attempt to provide specific characteristics for Art & Design programmes, particularly those related to the framing of curricula and provision of educational resources. This PS document encourages diversity, and allows programme providers to be innovative in creating their own niches. HEPs should ensure that they produce graduates that meet the current and future needs of the industry, and at the same time fulfil their obligations to society. Among others, this document includes statements of programme educational objectives and learning outcomes and they are intended to give clarity and are not intended to be adopted in a verbatim manner.

MQA would like to express appreciation to all the panel members, various stakeholders for their valuable input and to all the MQA officers who have contributed to the development of this PS for Art & Design. It is hoped that this PS document is beneficial to different stakeholders for the development of the competencies required in our students, both for job and higher education prospects.

**PROF. DATO' DR. HUSAINI BIN OMAR**

Chief Executive Officer

Malaysian Qualifications Agency (MQA)

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## **ABBREVIATIONS**

COPIA	Code of Practice for Institutional Audit
COPPA	Code of Practice for Programme Accreditation
COPPA: ODL	Code of Practice for Programme Accreditation: Open and Distance Learning
COPTPA	Code of Practice for TVET Programme Accreditation
CPD	Continuous Professional Development
GGP	Guidelines to Good Practices
HEP	Higher Education Provider
MOOC	Massive Open Online Courses
MQA	Malaysian Qualifications Agency
MQF	Malaysian Qualifications Framework
NOSS	National Occupational Skills Standard
PEO	Programme Educational Objective
PS	Programme Standards
SDG	Sustainable Development Goals
SKM	<i>Sijil Kemahiran Malaysia</i>
SPM	<i>Sijil Pelajaran Malaysia</i>
STAM	<i>Sijil Tinggi Agama Malaysia</i>
STPM	<i>Sijil Tinggi Persekolahan Malaysia</i>
TVET	Technical and Vocational Education and Training
WBL	Work-based Learning





## **1. INTRODUCTION**

One of the primary MQA's objectives is to monitor the quality of delivery, the systems and processes used by HEPs to achieve learning outcomes. The outlines prepared has processes to ensure the quality of education, fair and ethical practices for learners in achieving the skills they need from the HEPs. This provides the qualifications that are relevant and valuable towards the areas of the students' intended disciplines and practices in Art & Design.

To ensure that these standards are at par with international practices, certain programme learning outcomes were adopted from various accords to the needs for the mutual recognition of qualifications in the fields of Art & Design.

The panel took cognisance or awareness of the fact that while this Programme Standards (PS) need to prescribe a set of minimum criteria to ensure consistency in the quality of programmes offered by various HEPs, the PS should also encourage diversity and innovation. This will allow the HEPs to craft their niches to meet the dynamics of the targeted employment markets and to meet the needs of society, and with the ethical responsibilities for the HEP and the students to be engaged towards the Sustainable Development Goals (SDG).

The minimum criteria in the PS are based on what is considered the minimum level that should be attained by the HEPs to ensure a programme can be adequately delivered. This, however, does not imply that the HEPs should ultimately aim to satisfy these minimum criteria. Instead they should strive for continual quality improvement.

Since 2012, the MQA's Programme Standards: Art & Design has been a reference for HEPs in developing and offering Art & Design programmes.

This PS provides a guideline to the HEPs on the minimum levels of acceptable practices in designing and offering Art & Design programmes at the tertiary and post-secondary levels in Malaysia. The Programme Standards aims to ensure that students are equipped with the necessary knowledge, skills and competencies at the respective levels as prescribed in the Malaysian Qualifications Framework (MQF) to enable them to pursue career opportunities in a variety of jobs that require a high proficiency in Art & Design.

For the purpose of curriculum design, any HEP offering or intending to offer Art & Design programmes must therefore be positioned in one of the following disciplines:

- **Fine Art**
- **Fashion Design**
- **Textile Design**
- **Fine Metal Design**
- **Jewellery Design**
- **Ceramic Design**
- **Photography**
- **Printing Technology**
- **Graphic Design**
- **Industrial Design**
- **Arts, Design and Cultural Management**
- **Illustration**

This PS covers all the seven quality assurance areas: (i) programme development and delivery, (ii) assessment of student learning, (iii) student selection and support services, (iv) academic staff, (v) educational resources, (vi) programme management, and (vii) programme monitoring, review and continual quality improvement. This document describes the different levels of standards leading to the award of individual qualifications prescribed in the MQF based on different modes of study, that are:

- ❖ Certificate (Level 3, MQF);
- ❖ Diploma (Level 4, MQF);
- ❖ Bachelor's Degree (Level 6, MQF);
- ❖ Master's Degree (Level 7, MQF: Coursework, Mixed Mode and Research); and
- ❖ Doctoral Degree (Level 8, MQF: Mixed Mode and Research).

This PS specifies the minimum requirements of the programme. HEPs are encouraged to go beyond the basic minimum where they should be innovative in terms of customising, organising, delivering and assessing their programmes and specific subject matters to meet the current and future needs of the industry, society and country. Hence, HEPs must take cognisance of the rapidly evolving subject matter and introduce effective and sustainable programme improvements.

As the purpose of this PS is to provide minimum requirements pertaining to the development and conduct of different levels of Art & Design programmes within the core areas described,

it is paramount that this document is read together with other quality assurance documents and policies issued by MQA and other related agencies which include, but are not limited to the following:

1. The Malaysian Qualifications Framework (MQF) 2<sup>nd</sup> Edition
2. The Code of Practice for Institutional Audit (COPIA)
3. The Code of Practice for TVET Programme Accreditation (COPTPA)
4. The Code of Practice for Programme Accreditation (COPPA) 2<sup>nd</sup> Edition
5. The Code of Practice for Programme Accreditation: Open Distance Learning (COPPA: ODL)
6. Relevant Standards
7. Relevant Guidelines to Good Practices (GGP).

## 2. PROGRAMME DEVELOPMENT AND DELIVERY

### 2.1 PROGRAMME EDUCATIONAL OBJECTIVES

The programme educational objectives (PEOs) are broad statements that describe the career and professional accomplishments that the programme is preparing students to achieve after they graduated.

“The quality of a programme is ultimately assessed by the ability of its graduates to carry out their expected roles and responsibilities in society. This requires the programme to have a clear statement of the competencies that is the practical, intellectual and soft skills that are expected to be achieved by the students at the end of the programme” (COPPA 2<sup>nd</sup> Edition, 2017).

As indicated in the Introduction, the Art & Design programmes can be broadly classified into many areas such as Fine Art, Fashion Design, Textile Design, Fine Metal Design, Jewellery Design, Ceramic Design, Photography, Printing Technology, Graphic Design, Industrial Design, Arts, Design and Cultural Management and Illustration. These have bearing upon specific PEOs in the curriculum design for high quality learning environment that maximises the opportunity for all students to succeed and provides them with an inclusive, intellectually challenging and transformative educational experience.

A more detailed description of the PEO is provided under each level of study from certificate to doctoral level. It should be noted that the PEO provided describes the minimum requirement, and the HEPs may provide additional objectives where appropriate.

The PEO of each level of qualification is outlined as follows.

	<b>Certificate (Fundamental)</b>	<b>Diploma (Basic)</b>	<b>Bachelor’s Degree (Proficient)</b>	<b>Master’s Degree (Advance)</b>	<b>Doctoral Degree (Specialist)</b>
<b>PEO1</b>	<b>Describe</b> and <b>apply</b> relevant knowledge and demonstrate basic technical skills in Art and Design.	<b>Discuss</b> and <b>apply</b> relevant and related principles and concepts while demonstrating technical skills in Art and Design.	<b>Analyse</b> and <b>relate</b> broad knowledge of Art and/or Design concepts and principles to practices incorporating technical skills in Art and Design.	<b>Compare</b> and <b>integrate</b> the in-depth knowledge of practise / research in the relevant fields of Art and Design.	<b>Verify</b> and <b>create</b> solutions to issues with in-depth knowledge of practise / research in the relevant fields of Art and Design.

	<b>Certificate (Fundamental)</b>	<b>Diploma (Basic)</b>	<b>Bachelor's Degree (Proficient)</b>	<b>Master's Degree (Advance)</b>	<b>Doctoral Degree (Specialist)</b>
<b>PEO2</b>	<b>Participate</b> in leading, interacting and communicating with peers and stakeholders while conforming to ethical practices and oriented towards SDG.	<b>Cooperate</b> positively in leading, interacting and communicating with peers and stakeholders while conforming to ethical practices and oriented towards SDG.	<b>Commit</b> to take responsibility and deliver assigned tasks when leading, interacting and communicating with peers and stakeholders while ensuring ethical practices and oriented towards SDG.	<b>Adapt</b> to relevant issues and challenges in leading, interacting and communicating with peers and stakeholders while ensuring ethical practices and oriented towards SDG.	<b>Explicate</b> the issues and areas in Art and Design when leading and engaging stakeholders with authoritative and assertiveness while ensuring ethical practices and oriented towards SDG.
<b>PEO3</b>	<b>Recognise</b> and able to <b>explain</b> the relevant digital technology and the associated numerical techniques that can be applied to Art and Design.	<b>Operate</b> with innovation and creativity, relevant and related digital technology together with the necessary numerical techniques in Art and Design.	<b>Demonstrate</b> technical competency in the innovative and creative use of digital technology and numerical techniques in Art and Design.	<b>Manage</b> and <b>adapt</b> proficiently a wide range of digital technologies together with the necessary numerical techniques in providing an innovative solution to the industry.	<b>Design</b> and <b>create</b> novel solutions leveraging on the current digital technologies and numerical techniques solving new problems related to academia and/or industry.
<b>PEO4</b>	<b>Acknowledge</b> the need for lifelong learning and entrepreneurship for career development.	<b>Respond</b> to the need for lifelong learning and entrepreneurship skills for successful career development.	<b>Commit</b> to life- long learning and <b>exhibit</b> entrepreneurial skills for academic and career advancement in relevant industries.	<b>Organise</b> resources for life-long learning and <b>adapt</b> skills, leveraging on innovation for entrepreneurship, towards a successful academic and career advancement in relevant industries.	<b>Advocate</b> life-long learning and <b>support</b> entrepreneurship in enhancing the profession and industry.

## 2.2 LEARNING OUTCOMES

Learning outcomes are detailed statements described in explicit terms the achievement of learners. Assessment of the learners is to be done upon completion of a period of study.

“A programme is designed and delivered to facilitate the attainment of a set of desired learning outcomes. It starts with a clear definition of the intended outcomes that students are to achieve by the end of the programme and supported by appropriate instructional approaches and assessment mechanisms” (COPPA 2<sup>nd</sup> Edition, 2017).

The learning outcomes in Art & Design fields should **cumulatively reflect the five clusters<sup>1</sup> of learning outcomes** meant to develop well-balanced individuals with a holistic set of competencies.

The five clusters of learning outcomes are:

- Knowledge and Understanding;
- Cognitive Skills;
- Functional Work Skills with a focus on:
  - a. Practical Skills
  - b. Interpersonal Skills
  - c. Communication Skills
  - d. Digital Skills
  - e. Numeracy Skills
  - f. Leadership, Autonomy and Responsibility
- Personal and Entrepreneurial Skills; and
- Ethics and Professionalism.

Table 2.1 shows the mappings of learning outcomes for Art & Design fields against the five MQF clusters of learning outcomes. The flexibility in describing the learning outcomes remains with the HEPs as long as they are sufficiently covered.

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<sup>1</sup> Malaysian Qualifications Agency. (2017). Malaysian Qualifications Framework 2<sup>nd</sup> Edition. Cyberjaya, Malaysia.

**Table 2.1: LO BASED ON MQF LO FOR ART AND DESIGN FIELDS**

**CERTIFICATE**

At the end of the programme, graduates will be able to:

LO	Knowledge & Understanding	Cognitive Skills	Practical Skills	Interpersonal Skills	Communication Skills	Digital Skills	Numeracy Skills	Leadership, Autonomy & Responsibility	Personal Skills	Entrepreneurial Skills	Ethics & Professionalism
<b>PO1.</b> Explain and apply basic knowledge and tools including numeracy skills in their field of study.	•	•					•				
<b>PO2.</b> Demonstrate the ability to perform tasks based on instructions including the use of digital media and technology and various inter-media techniques in Art and Design.		•	•			•					
<b>PO3.</b> Communicate and interact with peers, clients, superiors and society under work related environment.				•	•						
<b>PO4.</b> Demonstrate responsibility with a commitment to professional and ethical practices including adherence to health, safety and environmental rules and regulations in executing instructions related to the job function.								•			•
<b>PO5.</b> Demonstrate initiative for lifelong learning and entrepreneurial mindset in the application of art and / or design									•	•	

## DIPLOMA

At the end of the programme, graduates will be able to:

LO	Knowledge & Understanding	Cognitive Skills <sup>2</sup>	Practical Skills	Interpersonal Skills	Communication Skills	Digital Skills	Numeracy Skills	Leadership, Autonomy & Responsibility	Personal Skills	Entrepreneurial Skills	Ethics & Professionalism
<b>PO1.</b> Discuss and apply broad knowledge including numeracy skills in the specialised field of study.	•	•					•				
<b>PO2.</b> Apply design knowledge and innovative artworks of art and / or design.		•	•								
<b>PO3.</b> Demonstrate the ability to articulate, communicate and document work-flow with peers, clients, superiors and society.			•	•	•						
<b>PO4.</b> Express visual literacy and communication in Art and Design.					•						
<b>PO5.</b> Manage and execute artwork and able to use digital technology application for a specific purpose.						•	•				
<b>PO6.</b> Demonstrate leadership with a commitment to professional and ethical practices including adherence to legal requirements in executing instructions related to the job and organisational functions.								•			•
<b>PO7.</b> Demonstrate lifelong learning initiatives for academic and career development and entrepreneurial mindset in the applications of art and / or design.									•	•	



## BACHELOR'S DEGREE

At the end of the programme, graduates will be able to:

LO	Knowledge & Understanding	Cognitive Skills	Practical Skills	Interpersonal Skills	Communication Skills	Digital Skills	Numeracy Skills	Leadership, Autonomy & Responsibility	Personal Skills	Entrepreneurial Skills	Ethics & Professionalism
<b>PO1.</b> Interpret and apply knowledge and skills including the use of numeracy techniques in relevant areas in Art and Design effectively for innovative practices.	•	•					•				
<b>PO2.</b> Critically analyse historical, contextual, conceptual theories, and ethical judgement in Art and Design practice.	•	•									
<b>PO3.</b> Create and conceive ideation and innovation for the practise areas of art and / or design.		•	•								
<b>PO4.</b> Articulate and communicate ideas and concepts comprehensively in visual, written and oral engagements.				•	•						
<b>PO5.</b> Execute design concepts and cost analysis through the use of digital and other technologies for effective delivery.			•			•	•				
<b>PO6.</b> Construct a portfolio for Art and Design, through reflectivity, reviews and evaluations.		•	•								
<b>PO7.</b> Communicate and interact with experts, peers, clients, superiors and society under work and organisational related environment for the development of art and / or design				•	•						

LO	Knowledge & Understanding	Cognitive Skills	Practical Skills	Interpersonal Skills	Communication Skills	Digital Skills	Numeracy Skills	Leadership, Autonomy & Responsibility	Personal Skills	Entrepreneurial Skills	Ethics & Professionalism
<p><b>PO8.</b> Demonstrate leadership and accountability with a commitment to professional and ethical practices including adherence to legal requirements in executing instructions related to the job and organisational functions.</p>								•			•
<p><b>PO9.</b> Demonstrate commitment to lifelong learning for academic and career development and entrepreneurial mindset in the applications of art and / or design.</p>									•	•	

## MASTER'S DEGREE

At the end of the programme, graduates will be able to:

LO	Knowledge & Understanding	Cognitive Skills	Practical Skills	Interpersonal Skills	Communication Skills	Digital Skills	Numeracy Skills	Leadership, Autonomy & Responsibility	Personal Skills	Entrepreneurial Skills	Ethics & Professionalism
<b>PO1.</b> Integrate advanced and multi-disciplinary knowledge related to practices and issues in Art and Design.	•	•									
<b>PO2.</b> Create and conceive ideation and innovation for the advancement of knowledge in the practice areas of art and/or design; with maintained objectivity for new ideas.		•				•					
<b>PO3.</b> Adapt advanced skills in practice-based, practice-led research, and research methodology; in documentation, description, appraisals, and analysis of evidence and problems.	•		•				•				
<b>PO4.</b> Create, construct and communicate ideas that are at the forefront of their area of specialisation.				•	•						
<b>PO5.</b> Design and promote innovative portfolio, practice or research incorporating socio-cultural issues and industry needs through appropriate art and / or design commercial approaches			•							•	

<p><b>PO6.</b> Demonstrate interpersonal, managerial and leadership skills with a commitment to professional and ethical practices in delivering innovative or creative services and / or conducting exploratory research.</p>				•				•				•
<p><b>PO7.</b> Proficient use of digital technology and other applied technologies and numeracy skill applications to enhance study, research, work and / or practices.</p>					•	•						
<p><b>PO8.</b> Demonstrate commitment to continuing professional development for academic and career advancement and entrepreneurial mindset in the applications of art and / or design.</p>									•	•		

## DOCTORAL DEGREE

At the end of the programme, graduates will be able to:

LO	Knowledge & Understanding	Cognitive Skills	Practical Skills	Interpersonal Skills	Communication Skills	Digital Skills	Numeracy Skills	Leadership, Autonomy & Responsibility	Personal Skills	Entrepreneurial Skills	Ethics & Professionalism
<b>PO1.</b> Integrate multi-disciplinary knowledge through a systematic comprehension and in-depth understanding of the field of study.	•	•									
<b>PO2.</b> Expand the body of knowledge through independent and original ideas using advanced scholastic, critical investigation, evaluation and practices skills in their areas of research.		•	•								
<b>PO3.</b> Make critical analysis, evaluation and synthesis in generating new ideas, theories, processes, products and advanced practices.		•	•				•				
<b>PO4.</b> Communicate research findings and interact with experts and practitioners through various discourse platforms including the use of digital technologies.				•	•	•					
<b>PO5.</b> Demonstrate managerial, autonomy and leadership skills with a commitment to professional and ethical practices in delivering innovative or creative services and/or conducting research.								•			•
<b>PO6.</b> Demonstrate commitment to continuing professional development for academic and career advancement and entrepreneurial mindset in the applications of art and / or design.									•	•	

## 2.3 CURRICULUM DESIGN AND DELIVERY<sup>2</sup>

For the purpose of the Programme Standards, the Code of Practice for Programme Accreditation (COPPA) and in particular, the section on Area 1: Programme Development and Delivery is referred.

The term “programme development and delivery” is used interchangeably with the term ‘curriculum design and delivery’.

This section outlines minimum credits of each curriculum component for all levels of qualifications as stated in Table 2.2. Specific requirements as to the body of knowledge of the various core areas are in **Appendix 3. HEPs have the flexibility to design their own programme. However, they should cover the body of knowledge indicated in this document.**

In addition, HEPs are encouraged to develop their programmes to reflect the current best practices and to offer a high-quality academic programme. Art & Design programmes may vary in its nomenclature; however, the programme nomenclature must reflect the content of the programme and as indicated in the MQF. Examples for each level are in **Appendix 4.**

**Table 2.2: Minimum credits of each curriculum component for all levels of qualifications**

### CERTIFICATE (LEVEL 3, MQF)

COMPONENT	MINIMUM CREDIT
Compulsory Courses (General* and HEPs courses)	4
Core**	45
Industrial Training*** (optional)	
Elective**** (optional)	0
<b>Subtotal Credit</b>	<b>49</b>
To complete the minimum requirement of 60 credits, the remaining 11 credits can be placed in any of the categories above.	
<b>GRADUATING CREDIT</b>	<b>60</b>

<sup>2</sup> Standards in this area are best read together with Guidelines to Good Practices: Curriculum Design and Delivery, which is available on the MQA Portal: [www.mqa.gov.my](http://www.mqa.gov.my).

**Notes:**

*	Please refer <i>Garis Panduan Mata Pelajaran Pengajian Umum (MPU) Edisi Kedua</i> for the minimum credit requirement as stipulated by Ministry of Higher Education (MOHE).
**	<ul style="list-style-type: none"><li>● Core component is inclusive of common and discipline core.</li><li>● Within the conventional mode of delivery, blended learning implies significant use of online mechanisms for teaching and learning (between 30% to 60%) but the face-to-face interactions remain the primary strategy.</li></ul>
***	<ul style="list-style-type: none"><li>● Industrial training must be in a relevant industry and is allocated at a minimum, according to the formula of 1 credit = 2 weeks of training. It is suggested to be placed in the final semester.</li><li>● <b>Industrial training is OPTIONAL</b> for the HEP to offer. If industrial training is offered, the minimum recommendation is 4 credit hours (2 months).</li></ul>
****	Flexibility is given to HEPs to determine the appropriate range.

**Recommended Delivery Methods:**

- Lectures / Tutorials
- Practical classes / Practical workshop / Studio / Laboratory work / Demonstration technique
- Work-based Learning (WBL)
- Blended learning
- Industry speaker
- Field / Industry visits
- Apprenticeship
- Industrial training
- Exhibition

## DIPLOMA (LEVEL 4, MQF)

COMPONENT	MINIMUM CREDIT
Compulsory Courses (General* and HEPs courses)	6
Core**	59
Industrial Training*** (optional)	
Elective**** (optional)	0
<b>Subtotal Credit</b>	<b>65</b>
To complete the minimum requirement of 90 credits, the remaining 25 credits can be placed in any of the categories above.	
<b>GRADUATING CREDIT</b>	<b>90</b>

### Notes:

*	Please refer <i>Garis Panduan Mata Pelajaran Pengajian Umum (MPU) Edisi Kedua</i> for the minimum credit requirement as stipulated by Ministry of Higher Education (MOHE).
**	<ul style="list-style-type: none"> <li>Core component is inclusive of common and discipline core.</li> <li>Within the conventional mode of delivery, blended learning implies significant use of online mechanisms for teaching and learning (between 30% to 60%) but the face-to-face interactions remain the primary strategy.</li> <li>For the 2u2i mode of study, the credit for the 1i industry component is between 24 and 40 credits (20% to 30%) (<i>Refer to Garis Panduan Pelaksanaan Mod Pengajian 2u2i</i>).</li> <li>For a good WBL curriculum structure, it is suggested to allocate a minimum of 20% of the total credits using WBL approaches depending on the level and field of study. A course can also be delivered through a 100% WBL approach. However, if there is a mix of delivery methods, it is suggested that 30% of the course content should be delivered through WBL approaches. (Refer to Guidelines to Good Practices: Work-Based Learning (GGP: WBL)).</li> </ul>
***	<ul style="list-style-type: none"> <li>Industrial training must be in a relevant industry and is allocated at a minimum number, according to the formula of 1 credit = 2 weeks of training. It is suggested to be placed in the final semester.</li> <li><b>Industrial training is OPTIONAL</b> for the HEP to offer. If industrial training is offered, the minimum recommendation is 6 credit hours (3 months).</li> </ul>
****	Flexibility is given to HEPs to determine the appropriate range.



**Recommended Delivery Methods:**

- Lectures / Tutorials
- Practical classes / Practical workshop / Studio / Laboratory work / Demonstration technique
- WBL
- Blended learning
- Industry speaker
- Field / Industry visits
- Apprenticeship
- Industrial training
- Exhibition

**BACHELOR'S DEGREE (LEVEL 6, MQF)****Single Major Programme****a. Without indication of specialisation area in programme nomenclature**

e.g. Bachelor in Graphic Design, Bachelor in Visual Communication, Bachelor in Textile Design, Bachelor in Product Design, Bachelor in Design Management

<b>COMPONENT</b>	<b>MINIMUM CREDIT</b>
Compulsory Courses (General* and HEPs courses)	8
Core**	90
Industrial Training***	
Specialisation / minor	N/A
Elective **** (optional)	0
<b>Subtotal Credit</b>	<b>98</b>
To complete the minimum requirement of 120 credits, the remaining 22 credits can be placed in any of the categories above.	
<b>GRADUATING CREDIT</b>	<b>120</b>

**b. With indication of specialisation area in programme nomenclature**

e.g. Bachelor in Graphic Design (Advertising), Bachelor in Fine Art (Sculpture),  
Bachelor in Photography (Forensic), Bachelor in Industrial Design (Aeronautics)

<b>COMPONENT</b>	<b>MINIMUM CREDIT</b>
Compulsory Courses (General* and HEPs courses)	8
Core**	66
Industrial Training***	
Specialisation	30
Elective **** (optional)	0
<b>Subtotal Credit</b>	<b>104</b>
To complete the minimum requirement of 120 credits, the remaining 16 credits can be placed in any of the categories above.	
<b>GRADUATING CREDIT</b>	<b>120</b>

**Major - Minor Programme**

e.g. Bachelor in Fashion Design with Marketing, Bachelor in Photography with Multimedia,  
Bachelor in Product Design with Halal Practices, Bachelor in Graphic Design with Media Law,  
Bachelor in Packaging Design with Material Science

<b>COMPONENT</b>	<b>MINIMUM CREDIT</b>
Compulsory Courses (General* and HEPs courses)	8
Core** (Major)	66
Industrial Training*** (Major)	
Minor	30
Elective**** (optional)	0
<b>Subtotal Credit</b>	<b>104</b>
To complete the minimum requirement of 120 credits, the remaining 16 credits can be placed in any of the categories above.	
<b>GRADUATING CREDIT</b>	<b>120</b>

## Double Major Programme

e.g. Bachelor in Photography and Mass Communication, Bachelor in Fashion and Retail Management, Bachelor in Textile and Fashion Design, Bachelor in Graphic Design and Illustration, Bachelor in Product Design and Advertising

COMPONENT	MINIMUM CREDIT
Compulsory Courses (General* and HEPs courses)	8
Core** (Major 1)	Major 1 and Major 2 weightage must reflect to the minimum of 66 credits for each major as requirement for both major <b>OR</b> relevant core programme standards / field suitability programme.
Industrial Training***	
Core** (Major 2)	
Industrial Training***	
Elective**** (optional)	0
<b>GRADUATING CREDIT</b>	<b>140</b>

### Notes:

*	Please refer <i>Garis Panduan Mata Pelajaran Pengajian Umum (MPU) Edisi Kedua</i> for the minimum credit requirement as stipulated by Ministry of Higher Education (MOHE).
**	<ul style="list-style-type: none"> <li>Core component is inclusive of common and discipline core.</li> <li>Within the conventional mode of delivery, blended learning implies significant use of online mechanisms for teaching and learning (between 30% to 60%) but the face-to-face interactions remain the primary strategy.</li> <li>For the 2u2i mode of study, the credit for the 1i industry component is between 24 and 40 credits (20% to 30%) and for the 2i industry component is between 48 and 60 credits (40% to 50%) (<i>Refer to Garis Panduan Pelaksanaan Mod Pengajian 2u2i</i>).</li> <li>For a good WBL curriculum structure, it is suggested to allocate a minimum of 20% of the total credits using WBL approaches depending on the level and field of study. A course can also be delivered through a 100% WBL approach. However, if there is a mix of delivery methods, it is suggested that 30% of the course content should be delivered through WBL approaches. (Refer to <i>Guidelines to Good Practices: Work-Based Learning (GGP: WBL)</i>).</li> </ul>
***	<ul style="list-style-type: none"> <li>Industrial training must be in a relevant industry and is allocated at a minimum, according to the formula of 1 credit = 2 weeks of training. It is suggested to be placed in the final semester.</li> </ul>

	<ul style="list-style-type: none"> <li>● At Bachelor's degree level, <b>industrial training is COMPULSORY</b> with a minimum of 6 credits (3 months).</li> </ul>
****	Flexibility is given to HEPs to determine the appropriate range.

#### **Recommended Delivery Methods:**

- Lectures / Tutorials
- Interactive Learning
- Blended learning
- Practical classes / Practical workshop / Studio / Laboratory work / Demonstration technique
- Field / Industry visits
- Fieldwork
- Apprenticeship
- Industrial training
- Industry speaker
- Task-based learning
- Problem-based learning
- Project-based learning
- WBL
- Experiential learning
- Final year project
- Seminar
- Empirical studies
- Case study
- Exhibition

## MASTER'S DEGREE by COURSEWORK (LEVEL 7, MQF)

COMPONENT		CREDIT
Core	Discipline (coursework subjects)	20 – 30
	<b>AND</b> (choose one of the options below)	
	<b>Master Project Report</b> Recommended: The Master Project Report is within 7,000 to 10,000 words, or any other equivalent value and must fulfil the minimum PLO.	
	<b>OR</b>	
	<b>Exegesis</b> Recommended: The exegesis and creative output constitutes to studio-based research within 5,000 to 7,000 words and documented record of visual or creative work and must fulfil the minimum PLO.	<b>Creative Output</b> prototype / exhibition / poster presentation / technology application / portfolio / etc.
50%	50%	10 – 18
Elective (optional)		0
<b>Subtotal</b>		<b>30 – 48</b>
To complete the minimum requirement of 40 credits, the remaining credits can be placed in discipline or elective categories above.		
<b>GRADUATING CREDIT</b>		<b>40</b>

Note:

Coursework components must include research methodology. (Refer to Standards: Master's and Doctoral Degree).

### Recommended Delivery Methods:

- Lectures
- Practical classes / Practical workshop / Studio / Laboratory work / Demonstration technique
- Blended learning
- Studio work
- Fieldwork
- Apprenticeship
- Guest lecture series (prominent speakers from the industry and academic institutions)

- Seminar
- Exhibition
- Face to face supervision
- Workshop
- Case study

### MASTER'S DEGREE by MIXED MODE (LEVEL 7, MQF)

COMPONENT		MINIMUM CREDIT
Core	Discipline	12
	<b>AND</b> (choose one of the options below)	
	Dissertation Recommended: Submission of dissertation is within 12,000 to 20,000 words, or any other equivalent value and must fulfil the minimum PLO.	
	<b>OR</b>	
	Exegesis Recommended: The exegesis and creative output constitutes to studio-based research within 10,000 to 15,000 words and documented record of visual or creative work and must fulfil the minimum PLO.	Creative Output Creative output – prototype / exhibition / poster presentation / technology application / portfolio / etc.
70%	30%	
<b>GRADUATING CREDIT</b>		<b>40</b>

#### Notes:

- Coursework components must include research methodology.
- The ratio of coursework to dissertation is within the range of 50:50 or 40:60 or 30:70. (Refer to the Standards: Master's and Doctoral Degree).
- Students are required to undertake research in a related field of study and submit a dissertation / exegesis with creative output.

#### Recommended Delivery Methods:

- Lectures
- Practical classes / Practical workshop / Studio / Laboratory work / Demonstration technique
- Blended learning
- Studio work
- Fieldwork
- Apprenticeship

- Guest lecture series (prominent speakers from the industry and academic institutions)
- Seminar
- Exhibition
- Face to face supervision
- Workshop
- Case study

#### **MASTER'S DEGREE by RESEARCH (LEVEL 7, MQF)**

<b>COMPONENT</b>	<b>CREDITS</b>	<b>REMARKS</b>
<p><b>Dissertation / Exegesis with creative output</b></p> <p>Recommended: Submission of dissertation is within 20,000 to 50,000 words, or any other equivalent value and must fulfil the minimum PLO.</p> <p>Recommended: The exegesis and creative output constitute to studio-based research writing within 15,000 to 30,000 words and documented record of visual or creative work and must fulfil the minimum PLO.</p>	No credit value	The programme must include Research Methodology course covering qualitative and quantitative components or relevant prerequisite modules as required

#### **Notes:**

- Students are required to undertake research in a related field of study and submit a dissertation / exegesis with creative output.
- The weightage ratio of research process and activities against creative output must be within the range of 70:30.
- The HEP must have a set of procedures and guidelines pertaining to:
  - Minimum and maximum period of study.
  - Format of the dissertation (refer to the Standards: Master's and Doctoral Degree) or format of exegesis and creative output.

#### **Recommended delivery methods:**

- Lectures
- Face to face supervision
- Seminar / Workshop
- Supervision of dissertation

## DOCTORAL DEGREE by MIXED MODE (LEVEL 8, MQF)

COMPONENT		MINIMUM CREDIT			
Core	Discipline	24			
	<b>AND</b>				
	Thesis Recommended: Submission of thesis is within 50,000 to 60,000 words, or any other equivalent value and must fulfil the minimum PLO.	56			
	<b>OR</b>				
	<table border="1"> <tr> <td><b>Exegesis</b> Recommended: The exegesis and creative output constitutes to studio-based research within 30,000 to 50,000 words and documented record of visual or creative work and must fulfil the minimum PLO.</td> <td><b>Creative Output</b> Creative output – prototype / exhibition / poster presentation / technology application / portfolio / etc.</td> </tr> <tr> <td>70%</td> <td>30%</td> </tr> </table>		<b>Exegesis</b> Recommended: The exegesis and creative output constitutes to studio-based research within 30,000 to 50,000 words and documented record of visual or creative work and must fulfil the minimum PLO.	<b>Creative Output</b> Creative output – prototype / exhibition / poster presentation / technology application / portfolio / etc.	70%
<b>Exegesis</b> Recommended: The exegesis and creative output constitutes to studio-based research within 30,000 to 50,000 words and documented record of visual or creative work and must fulfil the minimum PLO.	<b>Creative Output</b> Creative output – prototype / exhibition / poster presentation / technology application / portfolio / etc.				
70%	30%				
<b>GRADUATING CREDIT</b>		<b>80</b>			

### Notes:

- Students are required to undertake research in a related field of study and submit a thesis / exegesis with creative output.
- The ratio of coursework to dissertation is within the range of 50:50 or 40:60 or 30:70 (refer to the Standards: Master's and Doctoral Degree).
- The programme must include appropriate training in research methodology.
- The HEP must have a set of procedures and guidelines pertaining to format of the thesis (refer to the Standards: Master's and Doctoral Degree) or format of exegesis and creative output.

### Recommended delivery methods:

- Lectures
- Blended learning
- Practical classes / laboratory work
- Studio work practical classes / Practical workshop / Studio / Laboratory work / Demonstration techniques
- Fieldwork
- Apprenticeship
- Guest lecture series (prominent speakers from the industry and academic institutions)



- Seminar
- Exhibition
- Face to face supervision
- Workshop
- Case study

### DOCTORAL DEGREE by RESEARCH (LEVEL 8, MQF)

COMPONENT	CREDITS	REMARKS
<p>Thesis / Exegesis with creative output</p> <p>Recommended: Submission of thesis is within 80,000 to 100,000 words, or any other equivalent value and must fulfil the minimum PLO.</p> <p>Recommended: The exegesis and creative output constitute to studio-based research within 60,000 to 80,000 words and documented record of visual or creative work and must fulfil the minimum PLO.</p>	No credit value	The programme must include Research Methodology course covering qualitative and quantitative components or relevant prerequisite modules as required

#### Notes:

- i. Students are required to undertake research in a related field of study and submit a thesis / exegesis with creative output.
- ii. The weightage ratio of research process and activities against creative output must be within the range of 70:30.
- iii. The HEP must have a set of procedures and guidelines pertaining to:
  - a) Minimum and maximum periods of study.
  - b) Format of the thesis Degree) or format of exegesis and creative output. (refer to the Standards: Master's and Doctoral)

#### Recommended delivery methods:

- Lectures
- Face to face supervision
- Seminar / Workshop
- Training attachment

**PROPOSED CURRICULUM CONTENT WEIGHTING**

<b>LEVEL</b>	<b>CERTIFICATE</b>	<b>DIPLOMA</b>	<b>BACHELOR'S DEGREE</b>
Concept and Theory	10 – 20%	20 – 30%	40 – 60%
Humanities / Liberal Studies	15 – 20%	15 – 20%	15 – 25%
Technical and Skills	65 – 75%	50 – 60%	15 – 45%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

### 3. ASSESSMENT OF STUDENT LEARNING<sup>3</sup>

“Assessment of students learning is a key aspect of quality assurance and it is one of the most important measures to show the achievement of learning outcomes. Hence, it is crucial that an appropriate assessment method and mechanism is in place. Qualifications are awarded based on the results of the assessment. The methods of student assessment must be clear, consistent, effective, reliable and in line with current practices. They must clearly measure the achievement of the intended learning outcomes” (COPPA 2<sup>nd</sup> Edition, 2017).

Specific methods of assessment will depend on the specific requirements of each course. However, as a general guide, the following must be considered:

- i. Assessments should comprise formative and summative assessments;
- ii. Assessments must be appropriate to the learning outcomes;
- iii. Candidates are required to pass BOTH continuous and final assessments for every course. HEPs can define the meaning of a pass; however, a pass should imply that the examiner is satisfied that the candidate has met all the learning outcomes of the particular course;
- iv. For continuous assessment, HEP must have clear assessment rubrics to indicate achievement of course learning outcomes.
- v. Assessments for the WBL or 2u2i mode of study (industry components) can be either solely conducted by an industry coach or jointly conducted by an industry coach and HEP academic staff.

The types and percentage of the assessment indicated below are **merely percentages**. HEPs are encouraged to use a variety of methods and tools appropriate for measuring learning outcomes and competencies. The type of assessments for each level of study is presented in Table 3.

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<sup>3</sup> Standards in this area are best read together with Guidelines to Good Practices: Assessment of Students, which is available on the MQA Portal: [www.mqa.gov.my](http://www.mqa.gov.my).

**Table 3: Type of assessment for each level of study**

<b>LEVEL</b>	<b>CONTINUOUS ASSESSMENT (%)</b>	<b>FINAL ASSESSMENT (%)</b>	<b>SUGGESTED FORMS OF ASSESSMENT</b>
<b>CERTIFICATE (LEVEL 3, MQF)</b>	50 to 70	30 to 50	<ul style="list-style-type: none"> <li>○ Assignment</li> <li>○ Quiz / Test</li> <li>○ Demonstrations</li> <li>○ Observation</li> <li>○ Presentations</li> <li>○ Practical assessment</li> <li>○ Laboratory reports</li> <li>○ Reflective module assessment</li> <li>○ Self-reflective report</li> <li>○ Peer assessment</li> <li>○ Portfolio / Log book</li> <li>○ Final examination (written / oral)</li> <li>○ Project / Industry products</li> </ul>
<b>DIPLOMA (LEVEL 4, MQF)</b>	60 to 70	30 to 40	<ul style="list-style-type: none"> <li>○ Assignment</li> <li>○ Quiz / Test</li> <li>○ Demonstrations</li> <li>○ Observation</li> <li>○ Presentations</li> <li>○ Practical assessment</li> <li>○ Laboratory reports</li> <li>○ Reflective module assessment</li> <li>○ Self-reflective report</li> <li>○ Peer assessment</li> <li>○ Case studies</li> <li>○ Final examination (written / oral)</li> <li>○ Portfolio / Log book project / Industry products</li> <li>○ Exhibition</li> <li>○ Final year project</li> </ul>
<b>BACHELOR'S DEGREE (LEVEL 6, MQF)</b>	40 to 70	30 to 60	<ul style="list-style-type: none"> <li>○ Assignment</li> <li>○ Quiz / Test</li> <li>○ Demonstrations</li> <li>○ Observation</li> </ul>

			<ul style="list-style-type: none"> <li>○ Presentations</li> <li>○ Practical assessment</li> <li>○ Peer assessment</li> <li>○ Case studies</li> <li>○ Final examination (written / oral)</li> <li>○ Portfolio / Log book</li> <li>○ Project / Industry products</li> <li>○ Exhibition</li> <li>○ Final year project</li> </ul>
<b>MASTER'S DEGREE (LEVEL 7, MQF)</b>			
<b>COURSEWORK</b>	40 to 60	40 to 60	<ul style="list-style-type: none"> <li>○ Assignment</li> <li>○ Course / Module Project</li> <li>○ Presentation</li> <li>○ Seminar work</li> <li>○ Research / Capstone project</li> <li>○ Project Report / Exegesis</li> <li>○ Exhibition</li> <li>○ Reviews and critiques</li> <li>○ Graduate seminar</li> <li>○ Graduate studio</li> </ul>
<b>MIXED MODE</b>	30 to 40	60 to 70	<ul style="list-style-type: none"> <li>○ Assignment</li> <li>○ Course / Module project</li> <li>○ Presentation</li> <li>○ Seminar work</li> <li>○ Research / Capstone project</li> <li>○ Dissertation / Exegesis</li> <li>○ Exhibition</li> <li>○ Reviews and critiques</li> <li>○ Graduate seminar</li> <li>○ Graduate studio</li> </ul>
<b>RESEARCH</b>	0	100 (Dissertation / Exegesis with creative output)	<ul style="list-style-type: none"> <li>○ Proposal defence</li> <li>○ Research Progress</li> <li>○ Dissertation/ Exegesis</li> <li>○ Viva voce</li> <li>○ Presentation</li> <li>○ Seminar work</li> </ul>

<b>DOCTORAL DEGREE (LEVEL 8, MQF)</b>			
<b>MIXED MODE</b>	30 to 40	60 to 70	<ul style="list-style-type: none"> <li>○ Assignment</li> <li>○ Course / Module project</li> <li>○ Presentation</li> <li>○ Seminar work</li> <li>○ Written / Oral assessment</li> <li>○ Viva voce</li> <li>○ Thesis</li> <li>○ Exhibition</li> <li>○ Reviews and critiques</li> <li>○ Final project</li> <li>○ Graduate seminar</li> <li>○ Graduate studio</li> <li>○ Graduate exhibition</li> </ul>
<b>RESEARCH</b>	0	100 (Thesis / Exegesis with creative output)	<ul style="list-style-type: none"> <li>○ Proposal defence</li> <li>○ Research progress</li> <li>○ Thesis</li> <li>○ Viva voce</li> <li>○ Presentation</li> <li>○ Seminar work</li> </ul>

Notes:

- i. The HEPs should have a clear policy on the appointment of external and internal examiners.
- ii. The examiners should be from the relevant field of studies.
- iii. The composition of the dissertation / thesis / exegesis and creative output's examiners as prescribed as follow:
  - a. Master's degree by Coursework  
The Masters Project Report or Exegesis with Creative Output to be examined by at least two examiners (with one external examiner from academic or industry related to the candidate's field of discipline).
  - b. Master's Degree by Mixed Mode  
The Dissertation or Exegesis with Creative Output is to be examined by at least two examiners (with one external examiner from academic or industry related to the candidate's field of discipline).

c. Master's Degree by Research

The Dissertation or Exegesis with Creative Output is to be examined by at least two examiners, one of whom is an external examiner (with one external examiner from academic or industry related to the candidate's field of discipline).

d. Doctoral Degree by Mixed Mode / Research

The Thesis or Exegesis with Creative Output is to be examined by at least three examiners, two of whom are external examiners from academic or industry related to the candidate's field of discipline.

#### 4. STUDENT SELECTION

This section of the Programme Standards concerns the recruitment of students into the individual programme of study.

“In general, admission to a programme needs to comply with the prevailing policies of the Ministry of Higher Education (MOHE). There are varying views on the best method of student’s selection. Whatever the method used, the HEP must be able to defend the consistency of the method it utilises. The number of students to be admitted to a programme is determined by the capacity of the HEP and the number of qualified applicants. HEP admission and retention policies must not be compromised for the sole purpose of maintaining a desired enrolment. If a HEP operates geographically separated campuses or if the programme is a collaborative one, the selection and assignment of all students must be consistent with national policies” (COPPA 2<sup>nd</sup> Edition, 2017).

The standards for the recruitment of students into the Art & Design programmes are formulated keeping in mind the generic national Higher Education policies pertaining to minimum student entry requirement.

The benchmarked standards are as in Table 4:

**Table 4: General Requirement for Student Admission**

LEVEL	ENTRY REQUIREMENT	ENGLISH COMPETENCY REQUIREMENT (INTERNATIONAL STUDENT)
<b>CERTIFICATE (LEVEL 3, MQF)</b>	<ul style="list-style-type: none"> <li>● A pass in <i>Sijil Pelajaran Malaysia</i> (SPM) with one (1) credit in any subject, or its equivalent; <b>OR</b></li> <li>● A pass in <i>Sijil Kemahiran Malaysia</i> (SKM) Level 2 in a relevant field; <b>OR</b></li> <li>● Other relevant equivalent qualifications recognised by the Malaysian Government.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>● Pass an interview <b>OR</b> submission of portfolio determined by the HEP as required.</li> </ul>	-



LEVEL	ENTRY REQUIREMENT	ENGLISH COMPETENCY REQUIREMENT (INTERNATIONAL STUDENT)
<b>DIPLOMA (LEVEL 4, MQF)</b>	<ul style="list-style-type: none"> <li>● A pass in SPM with a minimum of three (3) credits in any subject, or its equivalent; <b>OR</b></li> <li>● A pass in <i>Sijil Tinggi Persekolahan Malaysia</i> (STPM) with a minimum of Grade C (GP 2.00) in any subject, or its equivalent; <b>OR</b></li> <li>● A pass in <i>Sijil Tinggi Agama Malaysia</i> (STAM) with a minimum grade of <i>Maqbul</i> in any subject, or its equivalent; <b>OR</b></li> <li>● A pass in SKM Level 3 / Sijil Vokasional Malaysia (SVM) in a suitable field (Note: The HEPs are to conduct screening and provide necessary guidance specific to the discipline of the programme); <b>OR</b></li> <li>● A Certificate (Level 3, MQF) in a related field with minimum CGPA of 2.00 or its equivalent; <b>OR</b></li> <li>● Other relevant equivalent qualifications recognised by the Malaysian Government.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>● Pass an interview <b>OR</b> submission of portfolio determined by the HEP as required.</li> </ul>	Achieve a minimum score Band 2 in the Malaysian University English Test (MUET) or equivalent.
<b>BACHELOR'S DEGREE (LEVEL 6, MQF)</b>	<ul style="list-style-type: none"> <li>● A pass in STPM with a minimum of Grade C (GP 2.00) in any two (2) subjects, or its equivalent; <b>OR</b></li> <li>● A pass in STAM with a minimum grade of <i>Jayyid</i>, or its equivalent; <b>OR</b></li> <li>● A Certificate in Matriculation or Foundation with a minimum CGPA of 2.00, or its equivalent; <b>OR</b></li> <li>● A Diploma (Level 4, MQF) with a minimum CGPA of 2.00, or its equivalent; <b>OR</b></li> <li>● A pass in <i>Diploma Kemahiran Malaysia</i> (DKM) / <i>Diploma Lanjutan Kemahiran Malaysia</i></li> </ul>	Achieve a minimum score Band 3 in MUET or equivalent.

LEVEL	ENTRY REQUIREMENT	ENGLISH COMPETENCY REQUIREMENT (INTERNATIONAL STUDENT)
	<p>(DLKM) / <i>Diploma Vokasional Malaysia</i> (DVM) in suitable fields with a minimum CGPA of 2.50 subjected to Senate / Academic Board's approval (Note: The HEPs are to conduct screening and provide necessary guidance specific to the discipline of the programme); <b>OR</b></p> <ul style="list-style-type: none"> <li>● A pass in DKM / DLKM / DVM with a minimum CGPA of 2.00 and at least have two (2) years working experience in a related discipline; <b>OR</b></li> <li>● Other relevant equivalent qualifications recognised by the Malaysian Government.</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>● Pass an interview <b>OR</b> submission of portfolio determined by the HEP as required.</li> </ul>	
<p><b>MASTER'S DEGREE (LEVEL 7, MQF)</b></p>	<p><b><u>Master's Degree by Coursework</u></b></p> <ul style="list-style-type: none"> <li>● A Bachelor's degree (Level 6, MQF) or equivalent with a minimum CGPA of 2.50 in the relevant field, as accepted by the HEP's Senate; <b>OR</b></li> <li>● Candidates with a Bachelor's degree (Level 6, MQF) or equivalent with CGPA of less than 2.50 in the relevant field and a minimum of five (5) years working experience in the related field; <b>OR</b></li> <li>● Other relevant equivalent qualifications recognised by the Malaysian Government.</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>● Pass an interview <b>OR</b> submission of portfolio determined by the HEP as required.</li> </ul> <p><b><u>Master's Degree by Mixed Mode and Research</u></b></p> <ul style="list-style-type: none"> <li>● A Bachelor's degree (Level 6, MQF) or equivalent with minimum CGPA of 2.75 in the relevant field, as accepted by the HEP's</li> </ul>	<p>Achieve a minimum score Band 4 in MUET or equivalent.</p>

LEVEL	ENTRY REQUIREMENT	ENGLISH COMPETENCY REQUIREMENT (INTERNATIONAL STUDENT)
	<p>Senate; <b>OR</b></p> <ul style="list-style-type: none"> <li>● Candidates with a Bachelor's degree (Level 6, MQF) or equivalent with at least CGPA of 2.50 in the relevant field and has not achieved CGPA 2.75, can be accepted subject to rigorous internal assessment; <b>OR</b></li> <li>● Candidates with a Bachelor's degree (Level 6, MQF) or equivalent with CGPA of less than 2.50 in the relevant field and a minimum of five (5) years working experience in the relevant field; <b>OR</b></li> <li>● Other relevant equivalent qualifications recognised by the Malaysian Government.</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>● Pass an interview <b>OR</b> submission of portfolio determined by the HEP as required.</li> </ul>	
<p><b>DOCTORAL DEGREE (LEVEL 8, MQF)</b></p>	<p><b><u>Doctoral Degree by Mixed Mode and Research</u></b></p> <ul style="list-style-type: none"> <li>● A Master's degree in the relevant field (Level 7, MQF) as accepted by the HEP Senate; <b>OR</b></li> <li>● Other qualifications equivalent to a Master's degree (Level 7, MQF) that are accepted by the HEP's Senate; <b>OR</b></li> <li>● Other relevant equivalent qualifications recognised by the Malaysian Government.</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>● Pass an interview <b>OR</b> submission of portfolio determined by the HEP as required.</li> </ul>	<p>Achieve a minimum score Band 4 in MUET or equivalent.</p>

The HEPs can take excellent Bachelor's Degree (Level 6, MQF) graduates for direct admission to Doctoral Degree by Research (Level 8, MQF) programme with the following conditions:

- Students have first class Bachelor's degree or equivalent qualification; **or**
- Students have obtained CGPA of at least 3.67 or equivalent from either an academic or Technical and Vocational Education and Training (TVET) programme; **and**
- Evaluated through rigorous internal assessment by the HEP; **and**
- Approved by the HEP Senate and accepted as a candidate for the Doctoral Degree (Level 8, MQF) programme. Students must demonstrate appropriate progress during the candidature period.

### **Accreditation of Prior Experiential Learning**

The Accreditation of Prior Experiential Learning (APEL) provides an alternative entry route to academic programmes of study from Certificate (Level 3, MQF) to Master's Degree by coursework and mixed mode (Level 7, MQF) through recognition of learning experiences. HEPs may refer to the Guidelines to Good Practices: Accreditation of Prior Experiential Learning.

## 5. ACADEMIC STAFF<sup>4</sup>

“As the quality of the academic staff is one of the most important components in assuring the quality of higher education, a HEP is expected to search for and appoint the best-suited candidates, to serve its programmes, in an open, transparent and fair manner. To achieve this, HEPs are expected to design and implement an academic staff search and recruitment practice that is as efficient as it is effective to achieve the desired results. Every programme must have an appropriately qualified and sufficient number of academic staff, working in a conducive environment that attracts talented individuals. The numbers recruited have to be adequate for, and appropriate to, the needs of the programmes. The role of the academic staff in various activities has to be clarified in order to reflect a fair distribution of responsibilities. It is important for the HEP to provide a continuous staff development programme for its academic staff, for them to be current in their knowledge and skills, both in their chosen discipline as well as in their pedagogical skills” (COPPA 2<sup>nd</sup> Edition, 2017).

**Table 5** provides minimum requirements of the qualifications of academic staff and ratio for the various Malaysian Qualifications Framework (MQF) levels of qualifications in Art & Design area. Besides possessing qualifications in the related field, HEPs must also ensure that academic staff are assigned courses based on their areas of expertise or relevant industry experience.

**Table 5: Qualifications for Academic Staff**

MQF LEVEL	REQUIREMENT	NOTE
<b>CERTIFICATE (LEVEL 3, MQF)</b>	<ul style="list-style-type: none"> <li>• A Bachelor’s degree (Level 6, MQF) in a related discipline; <b>OR</b></li> <li>• A Diploma (Level 4, MQF) with two (2) years of relevant industrial experience or the staff must be industry certified in related discipline; <b>OR</b></li> </ul> <p><b>Tutors / Instructors</b></p> <ul style="list-style-type: none"> <li>• A Certificate (Level 3, MQF) in the related discipline with five (5) years of industrial working experience, or the staff must possess skills in the related area.</li> </ul>	<ul style="list-style-type: none"> <li>• At least 60% of the academic staff are full-timers.</li> <li>• Part-time staff may consist of industry practitioners or from the academia.</li> <li>• Academic staff to student ratio – 1:15</li> <li>• Courses related to studio based, lab, workshop: Staff-Student ratio – 1:15</li> <li>• Support staff to lab/studio/workshop –1:2</li> </ul>

<sup>4</sup> Standards in this area are best read together with Guidelines to Good Practices: Academic Staff and Guidelines: Academic Staff Workload, which are available on the MQA Portal, [www.mqa.gov.my](http://www.mqa.gov.my).

	(The number of staff with this qualification should not exceed 30% of the total academic staff <b>and they are employed as tutors / instructors</b> ).	(Support Staff = Technicians / lab / workshop / studio assistant)
<b>DIPLOMA (LEVEL 4, MQF)</b>	<ul style="list-style-type: none"> <li>• A Bachelor's degree (Level 6, MQF) in a related discipline; <b>OR</b></li> <li>• A Diploma (Level 4, MQF) with a minimum of five (5) years of relevant industrial experience at supervisory level in the related discipline of the subject taught or the academic staff member is industry certified in the related discipline <b>(the programme should not employ more than 30% of the staff in this category)</b>; <b>OR</b></li> </ul> <p><b>Practical classes</b></p> <ul style="list-style-type: none"> <li>• A Certificate (Level 3, MQF) with a minimum of five (5) years of relevant industrial experience or the academic staff member is industry certified in the related discipline <b>(qualified to teach practical classes only)</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• At least 60% of the academic staff are full-timers.</li> <li>• Part-time staff may consist of industry practitioners or from the academia.</li> <li>• Academic staff to student ratio – 1:15</li> <li>• Courses related to studio based, lab, workshop: Staff-Student ratio – 1:15</li> <li>• Support staff to lab/studio/workshop – 1:2</li> </ul> <p>(Support Staff = Technicians / lab / workshop / studio assistant)</p>
<b>BACHELOR'S DEGREE (LEVEL 6, MQF)</b>	<ul style="list-style-type: none"> <li>• A Master's degree (Level 7, MQF) in a related discipline with a Bachelor's Degree in a related discipline; <b>OR</b></li> <li>• A Bachelor's degree (Level 6, MQF) in a related discipline with five (5) years of relevant industrial experience in the subject taught; (the programme should not employ more than 30% of the staff in this category); <b>OR</b></li> </ul> <p><b>Practical classes</b></p> <ul style="list-style-type: none"> <li>• A Diploma (Level 4, MQF) with a minimum of five (5) years of relevant industrial experience or the academic staff member is industry certified in the related discipline <b>(qualified to teach practical classes only)</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• At least 60% of the academic staff are full-timers.</li> <li>• Part-time staff may consist of industry practitioners or from the academia.</li> <li>• Academic staff to student ratio – 1:15</li> <li>• Courses related to studio based, lab, workshop: Staff-Student ratio – 1:15</li> <li>• Support staff to lab/studio/workshop – 1:2</li> </ul> <p>(Support Staff = Technicians / lab / workshop / studio assistant)</p>

<p><b>MASTER'S DEGREE (LEVEL 7, MQF)</b></p>	<p><b><u>By Coursework and Mixed Mode</u></b></p> <ul style="list-style-type: none"> <li>● A Doctoral degree (Level 8, MQF) with a Master's degree (Level 7, MQF) / Bachelor's degree (Level 6, MQF) in a related discipline; <b>OR</b></li> <li>● A Master's degree (Level 7, MQF) in a relevant field with at least five (5) years of teaching and research / industrial experience; <b>OR</b></li> <li>● A Bachelor's degree with at least fifteen (15) years of academic and research experience.</li> </ul> <p><b><u>By Research</u></b></p> <ul style="list-style-type: none"> <li>● A Doctoral degree (Level 8, MQF) in a related discipline; <b>OR</b></li> <li>● A Master's degree (Level 7, MQF) in a related discipline with at least five (5) years of teaching and proven research experience. Preferably with industrial experience; <b>OR</b></li> <li>● A Bachelor's degree with at least fifteen (15) years of academic and research experience.</li> </ul>	<ul style="list-style-type: none"> <li>● At least 60% of the academic staff are full-timers.</li> <li>● Part-time staff may consist of industry practitioners or from the academia.</li> <li>● Overall Principle Supervisor – student ratio – 1:7</li> <li>● Courses related to studio based, lab, workshop: Staff-Student – 1:7</li> <li>● Support staff to lab/studio/workshop – 1:2</li> </ul> <p>(Support Staff = Technicians / lab / workshop / studio assistant)</p>
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<p><b>DOCTORAL DEGREE (LEVEL 8, MQF)</b></p>	<p><b><u>By Mixed Mode and Research</u></b></p> <ul style="list-style-type: none"> <li>● A Doctoral degree in a related discipline with at least two (2) years of experience: <ul style="list-style-type: none"> <li>a. in teaching and research; or</li> <li>b. as a co-supervisor; <b>OR</b></li> </ul> </li> <li>● A Master's degree with at least fifteen (15) years of academic, research and industrial experience.</li> </ul>	<ul style="list-style-type: none"> <li>● The principle supervisor must be a full-time staff. For supervision, the principal supervisor must be in the related field.</li> <li>● A Doctoral degree holder with research grant or high ranking publications but with no supervision experience can be appointed as supervisor.</li> <li>● Academic staff with PhD can be appointed as supervisor with minimum of 3 years in academic experience.</li> <li>● On case to case basis, co-supervisors can be appointed among industry players, subject to relevant university's approval.</li> <li>● Overall Principle Supervisor – Student ratio – 1:7</li> <li>● Courses related to studio based, lab, workshop: Staff-Student ratio – 1:7</li> <li>● Support staff to lab/studio/workshop – 1:2</li> </ul> <p>(Support Staff = Technicians / lab / workshop / studio assistant)</p>
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\*Refer to Surat Makluman MQA Bil. 7/2014 – Garis Panduan Beban Staf Akademik.

\*\*The overall principal supervisor-student ratio is inclusive of Master's and Doctoral degree students.

**Notes:**

- i. HEP can hire part time Subject Specialist to all levels, at least with a minimum 10 years' of industry experience and notable exceptional talent in related discipline approved by the Board of Faculty / Senate.
- ii. A candidate without a Bachelor's degree and with a Master's degree through APEL, for access APEL(A) route, may be accepted as an academic staff considering the related industry experience gained.
- iii. Experience can be cumulative experience even before acquiring required qualification for a particular level of study, however it must be relevant to the level of study as well as the content.



## **Academic Staff Development**

In order to deliver quality programmes and to produce marketable graduates, quality academic staff would need to be employed. Hence, the HEPs must ensure that the academic qualifications of their academic staff must be accredited from the relevant accreditation bodies. It would also be an advantage for the HEPs hiring those with certain years of working experience due to greater versatility. Likewise, the HEPs must assist the academic staff to thrive and reach their full potentials by providing rich learning and development opportunities.

Therefore, the **HEPs must provide the academic staff with at least 40 hours per year of Continuous Professional Development (CPD) programmes** to enhance their expertise and skills in teaching, learning, assessment and research. CPD may include participating in training, workshops and conferences; pursuing academic/ professional qualifications; engaging in self-directed study; coaching/ mentoring/ tutoring; and carrying out industrial attachments, consultancies and community services. Part-time and/ or contract staff should also be considered in the CPD programmes.

## 6. EDUCATIONAL RESOURCES

“Adequate educational resources are necessary to support the teaching and learning activities of a programme. These include all the required academic and instructional expertise, physical facilities, information and communication technologies, research facilities, and finance” (COPPA 2<sup>nd</sup> Edition, 2017).

For Art & Design programmes, the HEPs are required to provide sufficient resources conducive to support teaching and learning in the field. For lecture and tutorial rooms, and technical support / facilities, sufficient space to accommodate student-centered learning must be provided according to the current needs. For research in postgraduate programmes, candidates should be provided with a conducive work area.

Educational resources recommended for Art & Design programmes include:

- i. Sufficient qualified experts in various fields.
- ii. Technical support / facilities.
- iii. Internet access.
- iv. Lecture / tutorial rooms (with sufficient audio-visual facilities).
- v. Library / resource center (including online resources for teaching and research) with up-to-date resources.
- vi. Working space / station (with access to the internet).
- vii. Computer laboratory / studio that are well-equipped (with access to the internet).
- viii. Sufficient access to relevant software according to the needs of the programmes and students.
- ix. Relevant online databases, online journals, statistical packages, qualitative analysis software, and citation and referencing software.
- x. Gallery / exhibition space.
- xi. Research or project lab.
- xii. Specialised lab and studio facilities.
- xiii. CAD / CAM lab.
- xiv. Art / Design / Photography / Drawing studio.
- xv. Storage space / room.
- xvi. Online learning facilities / equipment.

**Table 6: Required teaching facilities and educational resources**

AREAS OF ART & DESIGN	TEACHING FACILITIES AND EDUCATIONAL RESOURCES
<b>Fine Art</b>	<ul style="list-style-type: none"> <li>● Painting Studios</li> <li>● Printmaking Studios</li> <li>● Sculpture Studios</li> <li>● Fine Art Ceramic Studios</li> <li>● Drawing Studios</li> <li>● Screen Printing Workshop (exposure machine, Serigraphy table printing)</li> <li>● Etching Workshop (Etching Presses, Intaglio/Relief)</li> <li>● Dark Room - Photo Lithography</li> <li>● Sculpture Workshop (wood working, metal facilities or plaster room)</li> <li>● Fine Art Ceramic Workshop (Kiln ceramic)</li> <li>● Time-based Media Computer lab</li> </ul>
<b>Fashion Design</b>	<ul style="list-style-type: none"> <li>● Design Studio</li> <li>● Drafting Lab (Pattern Making Room)</li> <li>● Sewing Lab</li> </ul>
<b>Textile Design</b>	<ul style="list-style-type: none"> <li>● Design Studio</li> <li>● Batik making facilities</li> <li>● Textile printing facilities</li> <li>● Textile Lab</li> <li>● Looming and Weaving facilities</li> <li>● Darkroom (for silkscreen)</li> </ul>
<b>Fine Metal</b>	<ul style="list-style-type: none"> <li>● 3D Metal Design Software</li> <li>● 3D Printer</li> <li>● CNC Milling Machine</li> <li>● Laser cutting &amp; etching machine</li> <li>● Metal Design Studio with work station</li> <li>● Metal Fabrication Workshop</li> </ul>

<b>Jewellery Design</b>	<ul style="list-style-type: none"> <li>● 3D Jewellery Design Software</li> <li>● 3D Printer</li> <li>● CNC Milling Machine</li> <li>● Laser cutting &amp; etching machine</li> <li>● Jewellery Design Studio with work station</li> <li>● Jewellery Fabrication Workshop</li> <li>● Gemmology Lab</li> </ul>
<b>Ceramic Design</b>	<ul style="list-style-type: none"> <li>● Ceramic Workshop</li> <li>● Ceramic Workstation</li> <li>● Ceramic Laboratory</li> <li>● Kiln, glazing and drying studio</li> <li>● Firing facilities</li> </ul>
<b>Photography</b>	<ul style="list-style-type: none"> <li>● Photography Studio / workshop; equipped with appropriate space, lighting facilities and accessories, backdrop sweep</li> <li>● DSLR Cameras, accessories, variety of lenses, memory cards</li> <li>● Film-based Cameras (appropriate for the traditional and/or alternative processes, if related courses are offered by the HEP)</li> <li>● Darkroom laboratory fitted with according equipment, water inlet-outlet, air ventilation, appropriate safe-light (appropriate for the traditional and/or alternative processes, if related courses are offered by the HEP)</li> <li>● Minimum ratio of cameras to students (1:3)</li> <li>● Digital Computer Laboratory</li> <li>● Appropriate updated digital photography related software editing tools.</li> </ul>
<b>Printing Technology</b>	<ul style="list-style-type: none"> <li>● 2D and 3D Digital Printers</li> <li>● Electrophotography and Large Format Inkjet</li> <li>● Offset Presses (single and multicolour presses)</li> </ul>

	<ul style="list-style-type: none"> <li>● Screen printing equipment</li> <li>● Computer-to-Plate facilities and software</li> <li>● Binding and Finishing equipment</li> <li>● Cutting Machine</li> </ul>
<b>Graphic Design</b>	<ul style="list-style-type: none"> <li>● Professional Lighting Studio</li> <li>● Printers and Scanners facilities</li> <li>● Digital Production Centre</li> <li>● Digital computer studio / classroom fitted with drawing interface tools (e.g. digitizer, drawing tablet, drawing pad, digital drawing tablet, pen tablet, or digital art board)</li> <li>● DSLR Cameras, accessories, variety of lenses, memory cards</li> </ul>
<b>Industrial Design</b>	<ul style="list-style-type: none"> <li>● Workshop (wood &amp; steel)</li> <li>● Workstation &amp; Studio</li> <li>● Modelling Clay Studio</li> <li>● Dry workshop (Drafting, model making &amp; finishing)</li> <li>● Spray and paint booth</li> <li>● 3D Printing Lab</li> <li>● VR Lab</li> <li>● Testing facilities/ 3D scanner</li> </ul>
<b>Arts, Design, and Cultural Management</b>	<ul style="list-style-type: none"> <li>● Workstations with complete Software (office, design, research)</li> <li>● Galleries / exhibition space (for curatorial and learning purposes)</li> </ul>
<b>Illustration</b>	<ul style="list-style-type: none"> <li>● Digital computer studio / classroom fitted with drawing interface tools (e.g. digitizer, drawing tablet, drawing pad, digital drawing tablet, pen tablet, or digital art board)</li> <li>● Digital printing colour lab and printing facility</li> <li>● Appropriate digital illustration software</li> </ul>

**Notes:**

All the above facilities must be appropriately and adequately equipped and must meet minimum safety standards and special needs.

All studios / workshops / classrooms / labs / workstations must be equipped with appropriate space, accessories, equipment with enough number of computers (if related to the courses), and working areas and must meet minimum safety standards.

All Art & Design programmes run by the HEP must have the appropriate reading references and materials accessible to the staff and students, related to the programmes in the HEP's library or resource room.

The programme must have sufficient, relevant and appropriate physical facilities and training resources at the commencement of the programme to ensure its effective delivery including facilities for practical-based programmes and those with special needs.

## **7. PROGRAMME MANAGEMENT**

“There are many ways of administering an educational institution and the methods of management differ between Higher Education Providers (HEPs). Nevertheless, governance that reflects the collective leadership of an academic organisation must emphasise excellence and scholarship. At the departmental level, it is crucial that the leadership provides clear guidelines and direction, builds relationships amongst the different constituents based on collegiality and transparency, manages finances and other resources with accountability, forges a partnership with significant stakeholders in educational delivery, research and consultancy, and dedicates itself to academic and scholarly endeavours. Whilst formalised arrangements can protect these relationships, they are best developed by a culture of reciprocity, mutuality and open communication” (COPPA 2<sup>nd</sup> Edition, 2017).

This document will not raise issues pertaining to governance and administration as these are at the institutional rather than at the programme level. In this programme, academic leadership is largely focused on suitably qualified persons in the Art & Design field to carry out the necessary curriculum monitoring and review. The leaders of the programme should demonstrate knowledge of the field and the attributes of good ethical values in work practices. A person holding the programme leadership position must:

- i. have relevant academic qualifications and experience in the area of study;
- ii. be able to demonstrate and reflect a broad-based view and perception of the industry and its impact on the environment and society;
- iii. have the ability to inspire others to perform at their full potential;
- iv. have the ability to listen and communicate effectively and with sensitivity to both individuals and groups;
- v. be able to show a strong commitment in translating the organisation’s aspirations through initiatives consistent with the organisation’s purposes;
- vi. be able to make sound judgements based on relevant input or information;
- vii. be flexible to changing demands and pressures from key stakeholders to achieve individual and organisational goals;
- viii. be able to promote continuous learning among staff and student; and
- ix. be able to establish a constructive mechanism for collaboration with stakeholders.

The programme leaders, i.e. Programme Coordinator, Head of Programme or equivalent position, must meet the qualification and experience requirements as stated in Table 7.

**Table 7: Criteria for selection of programme leader**

<b>MQF LEVEL</b>	<b>MINIMUM REQUIREMENT</b>
<b>CERTIFICATE (LEVEL 3, MQF)</b>	<ul style="list-style-type: none"> <li>• Diploma (Level 4, MQF) in a related discipline with five (5) years academic and industry experience in the related fields.</li> </ul>
<b>DIPLOMA (LEVEL 4, MQF)</b>	<ul style="list-style-type: none"> <li>• Bachelor's degree (Level 6, MQF) in a related discipline with five (5) years academic and industry experience in the related fields.</li> </ul>
<b>BACHELOR'S DEGREE (LEVEL 6, MQF)</b>	<ul style="list-style-type: none"> <li>• Master's degree (Level 7, MQF) in a related discipline with three (3) years academic and industry experience in the related fields.</li> </ul>
<b>MASTER'S DEGREE (LEVEL 7, MQF)</b>	<ul style="list-style-type: none"> <li>• Doctoral (Level 8, MQF) in a related discipline with three (3) years academic and industry experience; <b>OR</b></li> <li>• Master's degree (Level 7, MQF) in a related discipline with five (5) years academic and industry experience.</li> </ul>
<b>DOCTORAL DEGREE (LEVEL 8, MQF)</b>	<ul style="list-style-type: none"> <li>• Doctoral (Level 8, MQF) in a related discipline with five (5) years academic and industry experience; <b>OR</b></li> <li>• Master's degree (Level 7, MQF) in a related discipline with seven (7) years academic and industry experience.</li> </ul>

The programme must be supported by sufficient support staff. The criteria and responsibilities of the school, faculty or department academic leadership must be well documented. The management must institute a quality assurance system that is supported by sufficient administrative and support staff and the effective deployment of available resources to implement the academic and non-academic activities.



## **8. PROGRAMME MONITORING, REVIEW AND CONTINUAL QUALITY IMPROVEMENT<sup>5</sup>**

“Quality enhancement calls for programmes to be regularly monitored, reviewed and evaluated. These include the responsibility of the department to monitor, review and evaluate the structures and processes, curriculum components as well as the student’s progress, employability and performance.

Feedback from multiple sources; students, alumni, academic staff, employers, professional bodies and informed citizens to assists in enhancing the quality of the programme. Feedback can also be obtained from an analysis of students’ performances and from longitudinal studies.

Measures of student’s performances would include the average study duration, assessment scores, passing rate at examinations, success and dropout rates, students’ and alumni’ reports about their learning experience, as well as time spent by students in areas of special interest. Evaluation of student’s performances in examinations can reveal very useful information. For example, if student selection has been correctly done, a high failure rate in a programme indicates something amiss in the curriculum content, teaching-learning activities or assessment system. The programme committees need to monitor the performance rate in each course and investigate if the rate is too high or too low.

Student’s feedback, for example through questionnaires and representation in programme committees, is useful for identifying specific problems and for continual improvement of the programme.

One method to evaluate programme effectiveness is a longitudinal study of the graduates. The department should have mechanisms for monitoring the performance of its graduates and for obtaining the perceptions of society and employers on the strengths and weaknesses of the graduates and to respond appropriately” (COPPA 2<sup>nd</sup> Edition, 2017).

“Comprehensive monitoring and review of the programme for its improvement is to be carried out with a proper mechanism, considering feedback from various parties. The committee responsible for this should be granted adequate autonomy to carry out its responsibility

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<sup>5</sup> Standards in this area are best read together with Guidelines to Good Practices: Monitoring, Reviewing and Continually Improving Institutional Quality and Guidelines on Terms Used for External Examiner, External Advisor and Advisory Board, which are available on the MQA Portal: [www.mqa.gov.my](http://www.mqa.gov.my).

effectively. It is desirable that the departments work in association with the HEP's central Quality Assurance Unit to ensure objectivity" (COPPA 2<sup>nd</sup> Edition, 2017).

The HEPs are expected to provide evidence of their ability to keep pace with changes in the field of Art & Design and the requirements of the stakeholders. These may be demonstrated by, but are not limited, to the following:

- i. The department must have a Quality Assurance (QA) unit for internal quality assurance of the department to work hand-in-hand with the QA unit of the HEP.
- ii. A comprehensive curriculum review should be conducted at least once every 3 to 5 years. However, updating the curriculum to keep pace with current developments should be conducted at a more regular interval.
- iii. Compulsory appointment of external advisor and examiner (academician) who are qualified in the relevant fields to assure quality for Bachelor's degree (Level 6, MQF) and above.
- iv. Continual benchmarking against top universities at national and international levels.
- v. Linkages with related professional bodies, government agencies and industry.
- vi. Engagement with industry practitioners through appointment as a member of Board of Studies, appointment of adjunct positions, guest speakers, etc.
- vii. Dialogue sessions with stakeholders at least annually.
- viii. Active participation of academic staff at relevant conferences, seminars, workshops and short courses.
- ix. Presentations by invited speakers, local or international.
- x. Organising conferences, seminars and workshops.
- xi. Encouraging international exchange among students and staff.
- xii. Continuous review of industrial attachment practices and records.

## REFERENCES

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**LIST OF PANEL MEMBERS**

NO.	PANEL MEMBERS	ORGANISATION
1.	Prof. Madya Ts Dr Azhar Hj. Abd Jamil (Chairman)	Jabatan Seni Reka Grafik dan Media Digital Fakulti Seni Lukis dan Seni Reka UiTM Shah Alam
2.	Prof. Madya Dr Khairul Azril Ismail	De Institute of Creative Art & Design (iCAD) UCSI University Kuala Lumpur
3.	Encik Abu Bakar Abdul Hamid	Jabatan Hal Ehwal Pelajar Politeknik Ibrahim Sultan
4.	Asst. Prof. Khairul Hazrin Hashim	Faculty of Design and Built Environment First City University College
5.	Encik Amir Hamzah Hashim	Persatuan Animasi Malaysia (ANIMAS)

**LIST OF ORGANISATIONS INVOLVED IN THE STAKEHOLDERS' WORKSHOPS**

**1. Higher Education Providers**

Universiti Teknologi MARA (UiTM Shah Alam)  
Universiti Teknologi MARA (UiTM Seri Iskandar)  
Universiti Multimedia (MMU)  
Universiti Sultan Zainal Abidin (UniSZA)  
Universiti Selangor (UNISEL)  
Universiti Tunku Abdul Rahman (UTAR)  
Tunku Abdul Rahman University College (TARUC)  
Melaka International College of Science & Technology (MiCoST)  
UCSI University  
INTI International College Subang  
Jesselton College  
MAHSA Avenue International College  
SEGi University  
Saito University College  
Raffles College of Higher Education KL  
Kolej Universiti Komunikasi Han Chiang  
Taylor's University  
Asia Pacific University of Technology and Innovation  
JATI Institute  
The One Academy of Communication Design  
UOW Malaysia KDU  
PIA College

**2. Government Agency**

Akademik Seni Budaya dan Warisan Kebangsaan (ASWARA)  
Institut Kraf Negara (Kraftangan Malaysia)  
Majlis Rekabentuk Malaysia (MRM)  
Institut Pendidikan Guru Malaysia (IPGM)  
Radio Televisyen Malaysia (RTM)

### **3. Industry**

PORT (People of Remarkable Talents)

White Studio KL

CLN GRAPHIC CO.

### **4. MQA Panel of Assessors**

### **5. MQA's Officer**

## **LIST OF INDUSTRIES INVOLVED IN THE DIALOGUE SESSION**

Encik Noorizal Ramly (Perbadanan Kemajuan Kraftangan Malaysia)

Puan Noor Shaibah Said (Perbadanan Kemajuan Kraftangan Malaysia)

Encik Mohd Sazali Mohd (Perbadanan Kemajuan Kraftangan Malaysia)

Encik Mohd Fazley Abd Shukor (Angkasapuri)

Puan Grace Goh (More Design Contract Sdn Bhd)

Encik Rusdi Esa (Kaya Kreatif Enterprise)

Puan Rozana Musa (Bendang Artisan Concept Store)

Encik Ismail Rosdi (Majlis Rekabentuk Malaysia)

Puan Zanita Anuar (Balai Seni Negara)

## **LIST OF PANEL EXPERT INVOLVED IN THE WORKSHOP SESSION**

Prof. Ts. Dr. Hj. Ruslan Abdul Rahim (UiTM Shah Alam)

Prof. Madya Dr. Nur Hisham Ibrahim (UiTM Seri Iskandar, Perak)

Dr. Noor Azly Mohamed Ali (UiTM Shah Alam)

Dr. Hanif Khairi (UiTM Shah Alam)

Encik Aidil Fitri (Jabatan Pembangunan Kemahiran – JPK)

## BODY OF KNOWLEDGE

### Body of knowledge for all areas of Art & Design:

- Computer-Aided Design (CAD)
- Computer-Aided Manufacturing (CAM) (related to the programme / area)
- Branding
- Photography (related to the programme / area)
- Visual and Media Culture
- Contemporary Studies (related to the programme / area)
- Professional Practice
- History (related to the programme / area)

### Body of knowledge specific for each area of Art & Design:

AREAS OF ART & DESIGN	BODY OF KNOWLEDGE FOR EACH AREA
<b>Fine Art</b>	<ul style="list-style-type: none"> <li>● 2D &amp; 3D Studies</li> <li>● 3D Printing</li> <li>● Painting</li> <li>● Drawing</li> <li>● Material and Methods</li> <li>● Critical Studies</li> <li>● Print Making</li> <li>● Sculpture</li> <li>● Digital Studies</li> <li>● Art Curatorial</li> </ul>
<b>Fashion Design</b>	<ul style="list-style-type: none"> <li>● Drawing &amp; Illustration</li> <li>● Design Studies</li> <li>● Garment Production</li> <li>● Pattern and Garment Construction</li> <li>● Textile Studies</li> </ul>
<b>Textile Design</b>	<ul style="list-style-type: none"> <li>● Textile Studies</li> <li>● Design Studies</li> <li>● Drawing and Illustration</li> <li>● Textile Production</li> </ul>

<b>Fine Metal</b>	<ul style="list-style-type: none"> <li>● Design Studies</li> <li>● Fine Metal Fabrication</li> <li>● Fine Metal Theory</li> <li>● Material Studies</li> <li>● Drawing &amp; Visualisation</li> <li>● Gemmology</li> </ul>
<b>Jewellery Design</b>	<ul style="list-style-type: none"> <li>● Design Studies</li> <li>● Jewellery Fabrication</li> <li>● Gemmology</li> <li>● Material Studies</li> <li>● Drawing &amp; Visualisation</li> </ul>
<b>Ceramic Design</b>	<ul style="list-style-type: none"> <li>● 2D &amp; 3D Studies</li> <li>● 3D Printing</li> <li>● Design Studies</li> <li>● Drawing &amp; Visualisation</li> <li>● Material Studies</li> <li>● Glaze Technology</li> <li>● Ceramic Fabrication</li> </ul>
<b>Photography</b>	<ul style="list-style-type: none"> <li>● Black and White</li> <li>● Art Direction</li> <li>● Digital Imaging Studies</li> <li>● Large Format and Lighting Studies</li> <li>● Methods and Materials Studies</li> <li>● Contemporary Issues and Images</li> <li>● Process, Practice and Production</li> </ul>
<b>Printing Technology</b>	<ul style="list-style-type: none"> <li>● Drawing</li> <li>● Print media Production</li> <li>● Printing Material</li> <li>● Packaging Design</li> <li>● Electronic Publishing</li> </ul>
<b>Graphic Design</b>	<ul style="list-style-type: none"> <li>● Drawing &amp; Illustration</li> <li>● Typography</li> <li>● Visual Communication</li> <li>● Design Communication</li> <li>● Environmental Graphic Design</li> <li>● Electronic Publishing</li> <li>● Packaging Design</li> <li>● Media and time-based art</li> <li>● Art Direction</li> </ul>



<b>Industrial Design</b>	<ul style="list-style-type: none"> <li>● 2D &amp; 3D Studies</li> <li>● 3D Printing</li> <li>● Drawing &amp; Illustration</li> <li>● Design Communication</li> <li>● Design Studies</li> <li>● Material and Manufacturing</li> <li>● Design Management and Product Strategy</li> <li>● Products and Materials</li> <li>● Model Making</li> <li>● Rendering Techniques</li> </ul>
<b>Arts, Design, and Cultural Management</b>	<ul style="list-style-type: none"> <li>● Content Creation</li> <li>● Research and Development</li> <li>● Archive and Conservation Studies</li> <li>● Marketing and Management of Art &amp; Design</li> <li>● Planning, Production and Event Practices</li> <li>● Curatorship</li> <li>● Audiovisual / Multimedia Applications</li> </ul>
<b>Illustration</b>	<ul style="list-style-type: none"> <li>● Drawing &amp; Illustration</li> <li>● 2D &amp; 3D Studies</li> <li>● Painting</li> <li>● Contemporary Studies</li> <li>● Visual Communication</li> <li>● Electronic Publishing</li> </ul>

Any programme that encompasses two programme standards, the HEPs are to refer to the Body of Knowledge of both the programme standards. In terms of the other components of standards, the HEPs are to adopt whichever is higher.

## EXAMPLES OF NOMENCLATURES

Programme Structure	Explanation	Example***
Major	Programme that focuses only in one main area.	<ul style="list-style-type: none"> <li>● Certificate in Photography</li> <li>● Diploma in Fashion Design</li> <li>● Bachelor in Graphic Design</li> <li>● Bachelor in Visual Communication</li> <li>● Bachelor in Product Design</li> <li>● Bachelor in Design Management</li> <li>● Bachelor in Textile Design</li> </ul>
Major with Specialisation	<p>A programme that has a <b>specialised field</b> that covers 25-30%* of the body of knowledge <b>for the area of specialisation</b>.</p> <p>This specialisation is indicated in the bracket.</p> <p>The programme structure for <b>Certificate</b> and <b>Diploma</b> programmes shall not include specialisation.</p>	<ul style="list-style-type: none"> <li>● Bachelor in Graphic Design (Advertising)</li> <li>● Bachelor in Fine Art (Sculpture)</li> <li>● Bachelor in Industrial Design (Aeronautics)</li> <li>● Bachelor in Photography (Forensic)</li> </ul>
Major – Minor	<p>Programme with a <b>minor</b> that includes 25-30%* of the body of knowledge <b>in another discipline**</b>.</p> <p>The conjunction '<b>with</b>' is used in naming this type of programme where the major and minor disciplines are mentioned.</p> <p>The programme structure for <b>Certificate</b> and <b>Diploma</b> programmes shall not include a minor in another discipline.</p>	<ul style="list-style-type: none"> <li>● Bachelor in Fashion Design with Marketing</li> <li>● Bachelor in Photography with Multimedia</li> <li>● Bachelor in Product Design with Halal Practices</li> <li>● Bachelor in Packaging Design with Material Science</li> <li>● Bachelor in Graphic Design with Media Law</li> </ul>
Double Major	<p>A double major programme should consist of an equal percentage (50%) of the body of knowledge from <b>two different discipline</b>.</p> <p>The conjunction '<b>and</b>' is used in naming this type of programme where both disciplines are mentioned.</p> <p>The programme structure for <b>Certificate</b> and <b>Diploma</b> programmes shall not include a double major.</p>	<ul style="list-style-type: none"> <li>● Bachelor in Photography and Mass Communication</li> <li>● Bachelor in Fashion and Retail Management</li> <li>● Bachelor in Textile and Fashion Design</li> <li>● Bachelor in Graphic Design and Illustration</li> <li>● Bachelor in Product Design and Advertising</li> </ul>

Notes:

If the percentage of courses offered in the programme structure is less than 25% of the body of knowledge of the major discipline, it should not be stated in the programme nomenclature. However, it can be stated in the transcript.

(Refer to the Guidelines on Nomenclature of the Malaysian Higher Education Programme for further reference).

- \* Calculation of the percentage of major, specialisation and minor is based on credit hours.
- \*\* Discipline refers to the major field of the programme.
- \*\*\* Example given is for guidance only.

**The Art & Design graduates will find it essential or highly advantageous to have a varied portfolio of work to show the prospective employers of the art careers listed below:**

- Animator
- Art Director
- Art Educators
- Art Promoters
- Automotive Stylist
- Brand Strategist
- Ceramic Designer
- Copywriter
- Creative Director
- Curators
- Design Consultants
- Design Manager
- Entrepreneurs
- Event Manager
- Fashion Stylist
- Fashion Buyer
- Fashion Illustrator
- Fine Artist
- Freelance Designers
- Game Designer
- Gemmologist
- Illustrator
- Image Consultant
- Jewellery Designer
- Lecturers
- Multimedia Designer
- Multimedia Photographer
- Packaging Designer
- Photo Editor
- Photo Journalist
- Professional Photographer
- Product Designer
- Production Consultants
- Production Manager
- Programme Director
- Textile Designer
- User Interface / User Experience Designer
- Videographer
- Visual Effects Artist
- Web Designer
- Printing Technologist

## GLOSSARY

1. Common Core	Required course to all disciplines related to Art & Design programmes.
2. Core Abilities/ Social Skills and Social Values	Essential workplace skills or broad common abilities that cut across occupational and academic titles. They are broader skills that run through courses and are cross-functional to many disciplines and occupations. They enable learners to perform competencies and are learning tools supporting the NOSS requirements.
3. Courses	Components of a programme. The term 'courses' is used interchangeably with subjects, units or courses.
4. Creative Output	Creative output is a form of presentation of various selected medium of literary, visual, digital, musical or performance literacy of the students. It must be a substantial, coherent and resolved body of work that demonstrates a comprehensive exploration of the artistic form and content which use appropriate methods and techniques in the execution of the work. This follows to identify and address the aims and objectives which meets the presentation standards as set by the HEP.
5. Curatorial	Curatorial refers to a platform that presents historical and contemporary approaches in curation practices. The central emphasis is the presentation and representation of visual arts, both theoretical and applications, complemented by critical writing. It covers all forms of thematic expressions in physical galleries or virtual reality through electronic media.

6. Darkroom	A dedicated room with darkened condition with a safelight for developing light-sensitive photographic materials.
7. Dissertation	Refers to the degree for the Master's programme by documentation of the original research prepared and submitted by the candidate for the award of the degree for the Master's programme by research and mixed mode.
8. Discipline Core	Required courses for a specific discipline related to Art & Design programmes.
9. Exegesis	<p>Exegesis is a scholarly written work of critical analysis that rigorously argues the case of the overall thesis and provides a critical context for the contribution to knowledge made through the creative component;</p> <p>This form of writing, its methodologies, contexts and outcomes of artistic research would be within the premises of art &amp; design; is aimed at stimulating a wider understanding of the value of practice as research. Students would be focused largely on the processes rather than the final outcome exclusively.</p> <p>As the research develops, the exegesis activities would be based on records, documents and interpretations of what occurs in the duration of the creative progress. The exegesis is an essay (in which the HEP will determine the word counts), which supports the creative work.</p>
10. Fabrication	The act of producing creative outputs, involving planning, material studies and the action for its production.

11. Formative Assessment	The assessment of student progress throughout a course, in which the feedback from the learning activities is used to improve student's attainment.
12. Industrial Exposure	A student's experience in an organisation through field visits in the industry that is appropriate to their field. This exercise does not carry any credit values.
13. Industrial Training / Industrial Attachment	A period of time within the programme when students are required to be placed in the industry to experience the real working environment.
14. Learning Outcomes	Statements on what a learner should know, understand and do upon the completion of a period of study.
15. Open and Distance Learning (ODL)	The provision of flexible educational opportunities in terms of access and multiple modes of knowledge acquisition.
16. Programme	An arrangement of courses that are structured for a specified duration with a specified learning volume to achieve the stated learning outcomes. This usually leads to an award of a qualification.
17. Programme Educational Objectives	Broad statements that describe the career and professional accomplishments that the programme is preparing graduates to achieve after they have graduated.
18. Project Paper	An extended piece of work involving inquiry-based activities. The project may be big or small and undertaken by individuals or groups.
19. Quality Assurance	Comprises planned and systematic actions (policies, strategies, attitudes, procedures and activities) to provide an adequate demonstration

that quality is being achieved, maintained and enhanced, and meets the specified standards of teaching, scholarship and research as well as student-learning experience.

20. Summative Assessment

The assessment of learning, which summarises the progress of the learner at a particular time and is used to assign the learner a course grade.

21. Thesis

Refers to the documentation of the original research prepared and submitted by the candidate for the award of the degree for the doctoral programme by research and mixed mode.

22. Visualisation

Visualisation is any technique for creating images, diagrams, artist impressions, product development or animations to communicate a message. Visualisation through visual imagery has been an effective way to communicate both abstract and concrete ideas.

23. Viva Voce

An oral examination on a student's communication skills and knowledge of relevant facts from their thesis or dissertation.



## AMENDMENT RECORDS

No.	Date	Areas	Description	Page(s)
1.	03/03/2021	Student selection	Table 4: General Requirement for Student Admission (Bachelor's Degree (Level 6, MQF)) – Remove MUET entry requirement for local students.	33 - 34